**CHAPMAN  UNIVERSITY**

**University Honors Program**

**One University Drive**

**Orange, CA 92866**

**(714) 997-6626**

**COURSE SYLLABUS**

**Spring 2024**

**Course Number:** HON 280 **Classroom:** DeMille Seminar

**Course Title:** Honors Forum **Time: MWF 10; 11; NOON**

**Credits:** **3**

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| --- | --- | --- | --- |
| **Instructors** | Carmichael Peters, Ph.D. | Michael Pace, Ph.D. | Ashley Cosgrove, M.P.A. |
| **Office Location** | DeMille 108 | Hashinger Science Center 212 | DeMille 106 |
| **Office Hours** | TTH 11:30-2:00 pm | Tues-Thurs 1-2:30  Make appt here  [www.calendly.com/pace-1](http://www.calendly.com/pace-1) | M-TH 10am-2pm, by appt. for private meetings |
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**Prerequisite**: Acceptance in the University Honors Program

**Catalog Description**

The Honors Forum meets three times a week to familiarize students with the academic and civic dimensions of the University Honors Program.

1. The academic component of Honors Forum introduces the theory and practices of interdisciplinarity, basic inductive and deductive logic, and theories on the civic responsibility of democratic citizenship.
2. The civic component of Honors Forum introduces not only theories regarding civic responsibility but also opportunities for practical application of those theories through engagement in efforts to address different needs in our local community.

(Offered every semester)

**Restrictions**

1. Acceptance into the University Honors Program.
2. Required for all incoming Honors students and open to all Honors students.

**Learning Outcomes**

1. GE Learning Outcomes

* “CC/Citizenship, Community, Service:Student engages in the theoretical or applied aspects of political, civic or social engagement in group affiliations (3 credits).”

1. Program Learning Outcomes

Upon completing this course in the University Honors Program, students will have:

1. Obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
2. Sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);
3. Understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
4. Developed effective communication skills, specifically in the areas of written and oral exposition and analysis, through an introduction to logic.
5. Course Learning Outcomes: Upon completion of this course students will be able to:
6. Understand basic rules of logic so as to be able to articulate coherently before the seat of reason arguments in support of interdisciplinarity and responsible democratic citizenship.
7. Know approaches to interdisciplinarity and justification for its importance in undergraduate education.
8. Appreciate the complexity of active citizenship and the need for theoretical nuance as they critically apply theoretical approaches, which they have studied, to some contemporary challenges of our local community.
9. Think critically, and with an open mind, about contemporary social issues.
10. Develop effective communication skills, specifically in the areas of oral and written exposition, by judiciously analyzing and synthesizing a broad range of knowledge through engagement in active learning with fellow students, faculty, texts, and the world as well as through written information.

**Course Content**

Monday classes we will focus on the study of different approaches to interdisciplinarity. Wednesday classes we will focus on an introduction to basic logic in the history of Western philosophy. Friday classes center on the responsibilities of democratic citizenship through readings and engagement with institutions which address pressing social issues in your local communities.

**Required Texts for Monday’s Classes**

1. Nussbaum, Martha C. *Not for Profit: Why Democracy Needs the Humanities*. Princeton, New Jersey: Princeton University Press, 2010.
2. These Required Course Readings for Monday’s classes are on Canvas:
3. Selections from Augsburg, Tanya. *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 2005.
4. Alfred North Whitehead, “The Aims of Education”
5. Greg Lukianoff and Jonathan Haidt, “The Coddling of the American Mind”
6. John Stuart Mill, “Ideas on Free Speech”

**Required Texts/Online Resources for Wednesday Classes (All Available through Canvas)**

1. Selections from The Power of Logic, 3rd edition, Howard-Snyder et. al.
2. Selections from Understanding Arguments: An Introduction to Informal Logic by Walter Sinnott-Armstrong
3. “The Apology” by Plato.

**Recommended Books for Friday Classes:**

1. Boyle, G. (2010). Tattoos on the Heart: The Power of Boundless Compassion. New York: Free Press.
2. Desmond, M. (2016). Evicted: Poverty and Profit in the American City. New York: Broadway Books.
3. Desmond, M. (2023). Poverty, by America. New York: Penguin Random House
4. Hester, T. (2021). Wallet Activism. Dallas: BenBella Books, Inc.
5. Jana, T. & Diaz Mejias, A. (2018). Erasing Institution Bias: How to Create Systemic Change for Organizational Inclusion. Oakland: Berrett-Koehler Publishers, Inc.
6. Kobabe, M. (2020). Gender Queer: A Memoir. Portland: Oni-Lion Forge Publishing Group, LLC.
7. Mate, G. (2019). When the Body Says No: The Cost of Hidden Stress. London: Vermilion.
8. Mettler, S. (2011). The Submerged State: Invisible Government Policies Undermine American Democracy. Chicago: The University of Chicago Press.
9. Peterson, T.H. (2022). Fostered: One Woman’s Powerful story of Finding Faith and Family through Foster Care. Nashville: B&H Publishing Group
10. Stevenson, B. (2014). Just Mercy: A Story of Justice and Redemption. New York: Spiegel & Grau.]
11. Varricchio, K. (2018). Behind the Count: My Journey from Juvenile Delinquent to Baseball Agent. Kurt Varrichio.
12. Van Der Kolk, B. (2014). The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma. New York: Penguin Books
13. Wolynn, M. (2016). It Didn’t Start with You: How Inherited Family Trauma Shapes Who We are and How to End the Cycle. New York: Penguin Books.

**Instructional Strategies**

* Weekly seminar meetings
* Weekly engagement with institutions in our local community

**Course Requirements**

1. *Class Attendance*: Class attendance is required. You are expected to attend all class meetings and to have assignments prepared when they are due. Attendance is calculated in the final grade. More than three absences will result in an “F” for the Monday section of the course.
2. *Class Participation***:** Participation does not mean mere presence in the classroom. Instead, it means active intellectual engagement – that is, the willingness to engage in the back-and-forth of open-ended and reasoned conversations by being open to what others have to say, risking your opinions, asking questions, and surfacing disagreements. Such “active intellectual engagement” is essential to being a community of scholars.
3. *Notecards*: In order to aid class discussion, you are required to submit a “notecard” to the appropriate folders under “Assignments” on Canvas on the Saturday before the Monday class meets. The notecard is to be comprised of two parts:
4. In the first part, you are to write no more than one or two important questions which you have on each of the chapters or articles assigned for the upcoming Monday.
5. In the second part, you are to write a short response to the prior week’s (Monday, Wednesday, and Friday) classes – for example, you December write about something important you learned about a critical reaction to something said in class, or about an issue that you would like the class to revisit.

* Notecards will be used during class to engage assigned reading.

1. *Program Participation:* You are required to attend or assist in at least two Honors events during the semester. These participations account for 5% of your semester grade.
2. *Reading Assignments*: You are asked to study carefully all required readings by the day on which they appear on the projected course schedule. It is important to note that you are asked not merely to read all assigned materials but to study them. Such study requires several readings of the material.
3. *Logic Exercises*: Preparation for the Wednesday meetings will consist largely in doing weekly practice exercises.
4. *Class Time*: Class meetings will be, for the most part, seminar conversations.
5. *Logic Exams*: You will take a midterm and a comprehensive final exam covering the content for the logic portion of the course.
6. *Interdisciplinary Paper Prompt*: This paper is comprised of two sections. In the first section of the paper you are to address at least the following, without being restricted to them: (1) first, an informed and thoughtful understanding of interdisciplinary; (2) a thought discussion of the different approaches to interdisciplinary studies presented in the online readings; (3) a reasoned argument for the primary driving forces for the form interdisciplinarity common in the academy; and, (4) indicate whether or not you can envision your studies in your major (and if you are undeclared, whether or not you can envision your studies in general) benefiting from interdisciplinarity – if yes, include what approach/es to interdisciplinary studies would most likely enrich those studies and what would be your primary motivation for doing so. In the second section of your paper, you are to use the skills developed in the logic section of Forum, you are to incorporate into the paper an analysis of an argument (of your own creation or attributed to others). This “incorporation of logic” aspect of the paper will count toward your Logic section grade.
7. This paper must be 5-7 double-spaced pages long.
8. This paper must use the Chicago Style.
9. Please note the following: A digital copy of this paper is to be placed in the module for “Assignments” on Canvas by 11:59 p.m. on May 19, 2024.
10. *Incorporation of Logic Assignment*:  In connection with your Interdisciplinary Paper, you will do a logical analysis, in the form of an argument diagram, of the argument(s) that you rely on in your Interdisciplinary Paper. This assignment is due with the Interdisciplinary Paper but will count toward the Wednesday section of the course.
11. *Journals*

* Four journals detailing your experience volunteering throughout the semester. These will be due sporadically and the due dates have been posted below and on Canvas. Canvas also has a rubric that you can follow to fully develop your journal.

**Chapman University Academic Integrity Policy**

Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

**Chapman University Students with Disabilities Policy**

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or ([www.chapman.edu/students/student-health-services/disability-services](http://www.chapman.edu/students/student-health-services/disability-services)) if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

**Chapman University Diversity Policy**

Chapman University is committed to fostering learning and working environments that encourage and embrace diversity, multiple perspectives, and the free exchange of ideas as important measures to advance educational and social benefits. Our commitment and affirmation are rooted in our traditions of peace and social justice and our mission of producing ethical and responsible global citizens. The term diversity implies a respect for all and an understanding of individual differences in age, class, disability, ethnicity, gender, language, national origin, race, religion, sexual orientation, and socioeconomic status.

**Methods of Evaluation – Monday Section**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Monday Section                   (35%)** | | **Wednesday Section              (35%)** | | **Friday Section                 (30%)** | |
| Final Paper Attendance/participation Notecards | 20%  5%  10% | Weekly Logic Exercises  Midterm Exam  Comprehensive Final Exam  Incorporation of Logic Assignment | 5%  10%  15%  5% | Attendance  Participation in Class  Volunteering & Journals | 5%  5%  20% |

* Grades will be assigned as follows:
* A = 100-96; A- = 95-91; B+ = 90-88; B = 87-85; B- = 84-81;

C+ = 80-78; C = 77-75; C- = 74-71; D+ = 70-68; D = 67-65; D- = 64-61; F = below 60

**Projected Schedule of Topics and Assignments**

**Date** **Topic and Assignment**

**January 29        Introductions**

* Class members introduce themselves
* Review syllabus: objectives/expectations of the course
* General introduction to the course

**January 31         Overview of Logic Section Content**

* Background Reading: [“Validity and Soundness” from Power of Logic.](https://drive.google.com/file/d/1PDGA4MRls-l9fAWdou0Qg5Lm9NPASNKT/view?usp=sharing)

**February 2     Class and Volunteering Overview**

* *We’ll discuss your requirement to attend Orange City Council and Orange Unified School District Board meetings.*
* *Read “Poverty by America”, “The Body Keeps the Score”, “It Didn’t Start with You”, and “When the Body Says No” excerpts uploaded in Canvas and be prepared for discussion on February 9th. (You can also read the article “Poverty and the Brain” and Professor Glynn (Chapman) article but are not required to.) These are good readings to keep in mind for our speaker on March 15*

**February 5** **Sapere Aude**

**February 7        Argument Forms and Validity**

* Read: [*“The Apology of Socrates,” by Plato*](https://drive.google.com/file/d/1Xz1wp6NE0POr8SGrJWwVoWUpllMhGStG/view?usp=sharing)

**February 9       Discussion on**:

* *“Poverty by America”, “The Body Keeps the Score”, “It Didn’t Start   with You”, and “When the Body Says No”, and organizations that you have chosen to volunteer with during the semester including best practices when volunteering.*

**February 12       The Aim of Education**

* Read: Alfred North Whitehead, “The Aim of Education.”

**February 14       Argument Forms and Validity 2**

* Background *Reading:*[Section1.2 of Power of Logic](https://drive.google.com/file/d/1PIFWL5DVrXMTcuHcWTql8c1zm69y-8Hz/view?usp=sharing)

**February 16     No class meeting. Use this time to volunteer in your chosen organization.**

* *Journal Due Sunday, February 18th at 11:59pm*
* *Read excerpts from “Erasing Institutional Bias”, “The Submerged State”, “PBS Book Banning”, “What Are We Protecting Children From?”, “The Easiest Way to Get Rid of Racism” and be prepared for class discussion on February 23. (You can also read “Gender Queer” but are not required to.)*

**February 19 WRHC presentations – *(WRHC March 28-29 at CSULB)***

* Link to Frosh [survey](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocs.google.com%2Fforms%2Fd%2Fe%2F1FAIpQLSdMHtA6Gao-MdygI5z7era7fv4w7H_eZ-9C4Ua9-iUGmQ1Quw%2Fviewform%3Fusp%3Dsf_link&data=05%7C02%7Cbartsch%40chapman.edu%7Cc0d0cff8abaf4789e79808dc1c59a4d0%7C809929af2d2545bf9837089eb9cfbd01%7C1%7C0%7C638416418577695553%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=6kyZO4QqDA%2F441PKaVblNdFAONrAJsMOhAuSjn4oGIg%3D&reserved=0)
* Complete this survey by class time on February 20, 2020.
* Failure to complete this survey on time will affect your semester grade

**February 22       Argument Diagramming 1**

**February 23     Who Decides? City Councils – social & community needs. School Boards - creating curriculum and banning books.**

* *Possible additional WRHC presentations*

**February 26** **Understanding Interdisciplinary Studies**

* Read: *Becoming Interdisciplinary* – Chapter 1: “What Are Interdisciplinary Studies? Some Initial Definitions and Historical Context”
* Read: *Becoming Interdisciplinary* – Chapter 2: “Essential Terms for Interdisciplinary Studies.”
* Read: *Becoming Interdisciplinary* – Chapter 3: “Describing Interdisciplinary Studies”

**February 28** **Argument Diagramming 2**

**March 1     No class meeting. Use this time to volunteer in your chosen organization.**

* *Journal Due Sunday, March 3 at 11:59pm*
* *Read excerpts “Fostered”, watch video(s) uploaded on Canvas and be prepared for class discussion TODAY and on March 15. (You can also read “Behind the Count” but are not required to.)*

**March 4**  **Understanding Interdisciplinary Studies Understanding Interdisciplinary Studies**

* Read: John Stuart Mill, “Ideas on Free Speech”
* Read: Greg Lukianoff and Jonathan Haidt, “The Coddling of the American Mind

**March 6** **Argument Diagramming 3**

**March 8             Foster Care – Discussion about readings**

**March 11**  **The Silent Crisis: Education for Profit, Education for Democracy**

* Read: *Not For Profit* – Chapter 1.
* Read: *Not For Profit* – Chapter 2.

**March 13      Logic Exam 1**

**March 15        Guest Speaker Pamela Sepulveda from *Cerritos College Falcon’s Nest* & formerly of *Casa Youth Shelter***

**March 18-22** **Spring Break**

* *For Friday class: Read excerpts from “Tattoos on the Heart”, “Just Mercy”, Listen to portion of “Axios” podcast and “Ear Hustle” podcast and be prepared for class discussion on April 5 and speakers on March 29. (You can also read “The San Quinten Story” but are not required to.)*

**March 25**  **Socratic** **Pedagogy: The Importance of Argument**

* Read: Not For Profit – Chapter 3.
* Read: Not For Profit – Chapter 4.

**March 27    Evaluating Inductive Strength: Statistical Generalizations & Applications**

* *Read*: [Walter Sinnott-Armstrong, “Statistical Generalizations"](https://drive.google.com/file/d/1wyDKkfu1Ba9_PoHD_w5YmgCPafXs4lZX/view?usp=sharing) (pp. 183-193 only);

**March 29      Guest Speakers Sharon Tang from *Underground Grit*, and Josue Pineda from *Hoops 4 Justice***

**April 1** **Career & Professional Development**

**April 3** **Inference to the Best Explanation**

* *Background Reading:* [Walter Sinnott-Armstrong, “Inference to the Best Explanation”](https://drive.google.com/file/d/1wyDKkfu1Ba9_PoHD_w5YmgCPafXs4lZX/view?usp=sharing) and Arguments by Analogy (pp. 195-208)

**April 5        Incarceration – Discussion about guest speakers and related material**

**April 8           Global Education**

**April 10** **Evaluating Inductive Strength: Arguments by Analogy**

* *Background Reading:* [Sinnott-Armstrong section on Analogies](https://drive.google.com/file/d/1wyDKkfu1Ba9_PoHD_w5YmgCPafXs4lZX/view?usp=sharing) (pp. 204-8)   
  *Watch:* Peter Singer,[“Famine, Affluence, and Morality”.](https://www.youtube.com/watch?v=zbgFbZmldeY) (First 36 minutes. Focus especially on his defense of the analogy about 14 minutes in.)

**April 12         No class meeting. Use this time to volunteer in your chosen organization.**

* *Journal Due Sunday, April 14 at 11:59pm*
* *Read excerpts from “Evicted” and “Go Gently”, watch clip from “Descendant” and housing videos uploaded in Canvas and be prepared for class discussion on April 12. (You can also read “Collateral Damage” but are not required to.)*

**April 15** **Citizens of the World**

* Read: *Not For Profit –*Chapter 5

**April 17** **Informal Fallacies I: Fallacies of Relevance**

* Read and watch the descriptions and videos in the “Informal Fallacies I: Fallacies of Relevance” Module on Canvas

**April 19       Housing Insecurities and Climate Justice – Discuss related material.**

* *Listen to Pang! podcast episodes, read link and be prepared for class discussion on April 26*

**April 22** **Cultivating Imagination: Literature and the Arts**

* Read: *Not For Profit –*Chapter 6.

**April 24** **Informal Fallacies II**

* Read and watch the descriptions and videos in the “Informal Fallacies II” Module on Canvas

**April 26       Food Insecurities – Discuss related material**

**April 29** **Democratic Education on the Ropes**

* Read: *Not For Profit* – Chapter 7.

**May 1** **Cognitive Biases**

* Read and Watch the material available in the Cognitive Biases Module on Canvas

**May 3** **No class meeting. Use this time to volunteer in your chosen organization!**

* *Journal Due Sunday, May 5that 11:59pm*

***May 4         University Honors Conference – Mandatory volunteerism & attendance***

**May 6** **Logic Exam 2 Part 1**

**May 8** **Logic Exam 2 Part 2**

**May 10         Final Discussions & Reflections (*Course eval*)**

**May 19**       **Interdisciplinary Paper d**ue (please place your paper to its folder on Canvas by 11:59 p.m. on

                    May 19, 2023)

Prepared by Carmichael Peters, August 2018

Last Revised: Carmichael Peters, January 2024